

Wilbury Primary School



TEACHING AND LEARNING Policy at Wilbury

**A baseline for outstanding
practice**

**May 2018
Review due May 2019**

Wilbury Primary School

Our Vision

Wilbury is an inclusive community of learners where everyone has high expectations of themselves and others. All children are valued equally and grow together to have the confidence and skills to meet the challenges of the future.

Our Aims

To foster a love of learning and develop enquiring minds

To enable all children to overcome barriers and reach their full potential

To ensure children value themselves as unique individuals, celebrating diversity and respecting differences

To work together as a community to enable all children to develop as responsible citizens

Teaching and Learning Policy

Our teaching and learning policy sets out our expectations and main aim for all children to receive outstanding standards of teaching and learning. This will be achieved through equal access to an exciting and enriching, broad and balanced curriculum in a culture and environment that promotes and celebrates every child's achievements.

Outstanding teaching and learning at Wilbury

At Wilbury, teaching and learning is at the forefront of all of our minds and we expect consistently high standards in all areas.

Leaders are very clear with the teachers about what they expect to see when monitoring teaching and learning and we have five key words and phrases which we believe, when in evidence in the classroom, enable pupils to make rapid progress in their learning.

- The highest expectations
- Urgency
- Flexibility
- Immediate intervention
- Challenge, mastery, application

We expect all teachers to aspire to the following statements outlined in our 'Outstanding Practice and Pedagogy' document:

- The learning environment is an inspirational place to learn. There is multiple evidence that the environment is used as a resource to enhance learning and to promote the school's values.
- Teachers plan lessons very effectively, making maximum use of lesson time and they coordinate lesson resources well.

- Teacher talk is limited to what is necessary to help pupils to make excellent progress in any lesson; and pupils themselves produce a great deal in terms of talking, writing and doing in relation to their learning. Lessons contain embedded systems to encourage debate and discussion amongst pupils.
- Modelling precisely meets the needs of learners and bridges a gap between what they already know and what they can do with support. Modelling is co-constructed with pupils and enables rich dialogue about learning and metacognition. Pupil modelling and modelling by other adults is also a common feature of a well-structured lesson.
- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively to enable accelerated progress and they identify pupils' common misconceptions and act to ensure they are corrected.
- Pupils' understanding is checked systematically and effectively throughout the lesson and teachers anticipate where intervention may be needed and respond rapidly to pupils who need further challenge, input and reinforcement.
- Teachers provide pupils with incisive feedback about what they can do to improve their knowledge, understanding and skills and pupils are fully involved in evaluating their own and each other's learning.
- Pupils are eager to know how to improve their learning and they are given the time to respond to all marking and feedback. They capitalise on opportunities to use feedback, written or oral, to improve.
- Expectations are consistently high for all pupils amongst all adults. Within the classroom there is a shared responsibility that all pupils will make excellent progress. There is a shared culture and expectation that learning is engaging and challenging.
- Teachers encourage pupils to try hard, recognise their efforts and ensure that they take pride in all aspects of their work.
- Pupils are curious and interested learners, who love the challenge of learning and are resilient to failure.
- In books, there is evidence that planning is ambitious and connected over time and across subjects. Pupils have multiple opportunities to problem solve and apply skills in new and exciting ways and pupils use the curriculum to make a positive impact beyond school.

Outstanding planning, teaching and assessment in more detail:

At Wilbury, we believe that children learn best when their teacher is able to make excellent use of the whole range of 'assessment for learning' strategies and when they react quickly and flexibly, adjusting their planning and teaching based on the information they receive. Planning and teaching is then well targeted and pupils of all abilities are able to make rapid progress.

We expect teachers to employ a wide range of assessment for learning strategies during lessons to help them to make accurate assessments of the children. These include:

- Asking open ended questions
- Encouraging paired talk
- Encouraging reflection at every stage of the lesson
- Encouraging pupils to summarise or paraphrase key taught concepts
- Use response cards/whiteboards/hand signals to check understanding
- Use of movement to the four corners of the room to check understanding
- Choral reading with the teacher – to check for fluency
- Encouraging pupils to ask questions of one another
- Presenting pupils with misconceptions and challenging them to explain how they know they are wrong

We then expect teachers to adjust their planning/teaching based on the information they have received:

- Teachers recap quickly – they know when to move on
- Pre-tasks drive teaching in certain curriculum areas (i.e. maths) by identifying gaps in pupils' knowledge
- Teachers employ flexible grouping strategies based on their assessment during the lesson and their marking of children's work
- Teachers know when to stop, start over again, focus on key groups/individuals/move others on
- Teachers direct TAs to work with pupils who need further challenge or reinforcement within lessons
- Teachers know when further immediate intervention will make all the difference – they plan for this at other times of the school day using themselves or their TA

We also believe that children learn best when teaching and learning activities enthuse, engage and motivate, and foster their curiosity and we encourage all of our teachers to plan, with that in mind, for all areas of the curriculum.

In pupils' books, we expect to see:

- Rapid progress in lessons and over time
- The WALT and date is evident for all pieces of work
- Excellent standards of presentation which demonstrates the children's pride in their work e.g. sheets trimmed and stuck in fully, ruler used for underlining, legible, fluent, joined style of handwriting (age appropriate)
- All written work is acknowledged, so children feel their contributions and efforts are valued
- Teachers providing pupils with incisive feedback both orally and in writing which is always closely linked to the learning objective and success criteria
- Teachers using green and orange highlighting to show areas of success and areas to develop/next steps
- Evidence of children responding to feedback either verbal or written. This should show where children have moved on in their learning or have had time to reflect (through reflection sheets/ self-assessment against success criteria)

- Lots of opportunities provided by the teacher for the children to problem solve and apply skills within and across subjects
- Effective differentiation/scaffolding (support and challenge) which enables all children to access the learning and be successful

Wilbury's outstanding learning environment in more detail:

At Wilbury, we believe that learning environments are a fundamental part of the everyday life of the school, enriching the children's learning experiences and encouraging an imaginative and enthusiastic approach to learning and teaching. Learning environments should also reflect the ethos of the school and set a high standard for all to see and to aspire to. They are a powerful and effective way to both stimulate and sustain children's interest in their learning.

Our aims:

- To raise achievement (attainment and progress)
- To involve pupils in designing and creating their learning environment
- To create a multi-sensory learning environment that supports all styles of learning and provides the children with rich experiences
- To provide a range of experiences and regularly update resources to ensure that the learning environment remains stimulating and fresh
- To promote independent learning, as well as confidence, initiative-taking and positive attitudes
- To celebrate and represent pupils' achievements in a visual and interactive way

Wilbury's essential features of an inspiring and stimulating learning environment:

- The aims and values of our school
- Displayed models of good work across different subject areas
- A good balance between teacher's and children's writing
- A display table which can be used to display artefacts/books/activities linked to the current topic and which are designed to excite their interest
- Space for then children's questions on the displays
- Resources clearly labelled and easily accessible and furniture organised in a way that supports learning
- The WALT and S.C. displayed for all lessons
- Key vocabulary displayed in context
- A display board for the core subjects (English, Maths, Science)
- The topic display stands out in the classroom and excites the children's interest
- Book corners/reading areas are inviting and promote a love of reading
- There are clearly well established routines and systems with high expectations of behaviour – class expectations are displayed
- Class reward area – effort chart stickers, you could also display other awards they receive here (attendance, rewards from home/outside activities)

- Class information board, including the school counsellors, jobs of responsibility within the classroom, arrangements for children being picked up after school, class grouping etc.
- A working flip chart which is clearly well used
- A talk time poster
- A weekly timetable displayed and changed every week
- Class files easily accessible, always kept in the classroom and which include all of the relevant documents (assessment information, plans for the week etc.)

All learning environments must:

- Contain the above elements
- Be tidy and well organized
- Boards should be backed neatly and work mounted neatly and carefully too
- Be changed regularly to reflect the curriculum areas being covered
- Be colourful, interactive and designed to stimulate and excite the children's interest in learning

We ensure that our learning environments and displays reflect the rich diversity, cultures and abilities of our pupils. We also ensure that *all* children have the opportunity to contribute to work on display in the learning environment in the classroom and around the school.

Finally, it is the responsibility of every class teacher to organise and maintain a high quality learning environment in their class.

Outstanding behaviour for learning at Wilbury

At Wilbury, we want to foster a love of learning and develop children's curiosity and excitement for learning. We also know that children learn best when routines are well established, the atmosphere is purposeful and they feel safe.

What we expect from the teacher:

- Teachers develop the skills of effective learning in their pupils i.e. resilience, determination, empathy, listening, collaboration, reflectiveness etc. They model these skills and the school values themselves too.
- They employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and the school values of respect, determination and responsibility. These strategies are underpinned by the range of rewards and sanctions set out clearly in the schools' behaviour policy, and these are applied by teachers fairly and consistently.
- Pupils are encouraged in their learning and their efforts are praised both in the classroom and in assemblies.
- Pupils are praised for effort more than for ability.

What we expect to see from our pupils:

- Pupils actively engaging in their learning, being self-motivated, asking questions, completing homework, selecting resources appropriate to the task
- Pupils reflecting confidently about their learning through completing self/peer assessment, responding to marking etc.

- Pupils understanding how they learn best and being able to articulate their individual approach to learning
- Pupils relishing challenges, taking risks and seeing mistakes as part of the learning process
- **Pupils are confident, independent learners**
- **They show respect and are determined and responsible (our school values)**

Teaching assistants

What we expect from the teaching assistant

At Wilbury teaching assistants are expected to work in partnership with the class teacher to ensure children of all abilities fulfil their potential and are included. Teaching assistants should be proactive and liaise regularly with the teacher to fully understand how they can best support the learning within the classroom. They are expected to be inclusive in their practice and to show good behaviour management skills where required.

All teaching assistants are expected to use the key strategies identified on our Wilbury helping hand to promote independent learning. These are:

- To highlight and introduce key vocabulary for the lesson
- To model the task prior to independent work
- To use a range of practical resources including those within the toolkit provided
- To have high quality interactions with pupils which move them on in their learning
- To provide positive feedback which acknowledges effort and builds confidence for the future

L Wise

May 2018

Appendices

Teaching and Learning Policy 2017/18

1. Outstanding Practice and Pedagogy in the EYs
2. Guidelines for learning environments in the EYs
3. EYFS Learning environment checklist

- The learning environment helps children to learn. Learning 'zones' are in place. The environment inside and outside is fully enabling with resources accessible to children. See the '*Enabling Environment checklist*' for requirements
- Learning environments inside and outside are set up and ready to use prior to the start of each session (morning and afternoon)
- Children are engaged, purposeful and using the environment independently. They are clearly aware of expectations and routines
- All adults are interacting with children to extend their language, thinking and learning, during planned and independent play. Challenge is evident
- Interactions are consistent with '*Wilbury Interactions protocol*' and '*Quality First Teaching in the EYFS*'. Questions are open ended, and there are not too many. Comments are used, and children are given sufficient time to respond
- The characteristics of effective learning are supported and developed, and children's interests are followed
- Freeflow between indoors and outdoors is in operation as per timetable
- Whole class teaching is well planned for, purposeful and engaging, with clear objectives linking with the focus activity. Adults are deployed effectively to support children
- Focus activities clearly match the learning objectives and support the children in being successful
- The lesson is well planned so all children can succeed. The needs of individual children and groups are considered and supported effectively and all children are challenged at their level
- Reception books are marked following the school's guidelines. Next steps are clearly seen and progress is evident
- Learning Journals are up to date, and follow school's guidelines. Progress is evident
- Observations are high quality and linked to Early Learning Objectives/Development Matters. '*Observations guidelines*' are followed

Guidelines for teachers

Learning environments are a fundamental part of the everyday life of the school, enriching the children's learning experiences and encouraging an imaginative and enthusiastic approach to learning and teaching. Learning environments should also reflect the ethos of the school and set a high standard for all to see and to aspire to. They are a powerful and effective way to both stimulate and sustain children's interest in their learning.

Our aims:

- To raise achievement (attainment and progress)
- To create a multi-sensory learning environment that supports all styles of learning and provides the children with rich experiences
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- To promote independent learning, as well as confidence and initiative-taking
- To celebrate and represent learners' achievements in a visual and interactive way

Wilbury Early Years - essential features of an inspiring, stimulating and enabling learning environment:

- The aims and values of our school
- Resources are clearly labelled and easily accessible – the environment is fully enabling
- In class storage is for children's use as far as possible
- Clear learning zones (as specified on checklist)
- Book corners/reading areas are inviting and promote a love of reading
- The environment should be stable, with minimal change, so that children know where to access resources
- Photographs of learners learning and engaged in activities both in and out of the class
- Display
 - Emphasis should be on process rather than product
 - Work should be individual
 - Children's voice (speech bubbles) present, when appropriate
 - Backing should be neutral and non-distracting, so that children's work stands out
 - Should include examples of mark making/writing
- There are clearly well established routines and systems with high expectations of behaviour
- A weekly timetable displayed and changed every week
- Class files easily accessible, always kept in the classroom and which include all of the relevant documents (assessment information, plans for the week etc.)
- The outdoor environment is well organised with defined learning zones. Resources are inviting, well organised and accessible

All learning environments must:

- **Contain the above elements**
- **Be calm, non distracting, interactive and designed to encourage and support the children's interest in learning**

We must ensure that our learning environments and displays reflect the rich diversity, cultures and abilities of our pupils. We must ensure that *all* children have the opportunity to contribute to work on display in the learning environment in the classroom and around the school.

Finally, it is the responsibility of every class teacher to organise and maintain a high quality learning environment in their class, and in the outdoor areas for which they are responsible

Appendix 3: Wilbury's Learning Environment Checklist (Early Years)

Class:	Date:
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Expectations	IP	PIP	NIP
The aims and values of our school			
Resources are organised, accessible and labelled (with words and pictures) so that children can easily get what they want, and know how to tidy up too			
Learning zones are clearly defined, with accessible resources			
Writing/graphics area (pencils, pens, paper, envelopes, postcards etc.)			
Construction 'zone' , including blocks, with accessible resources to extend and develop play (e.g. little people, material)			
Creative workshop , with accessible tools and resources (collage, junk modelling, scissors, glue, tape etc)			
Malleable play (with accessible tools and resources)			
Role play (home corner &/or themed)			
Reading area - inviting and promoting a love of reading (include fiction, non fiction, dual language, Learning Journals)			
Maths resource area with space to play			
Investigation area , with natural objects / living things / science resources (e.g. magnifiers, magnets)			
Water /sand area (with accessible resources)			
Small world (with construction) people, animals etc.			
Display includes mark making/writing, child's voice. Neutral backing			
Photographs of learners learning and engaged in activities both in and out of the class			
There are clearly well established routines and systems with high expectations of behaviour – class expectations are displayed			
A weekly timetable displayed and changed every week			
A visual timetable			
Class files easily accessible, always kept in the classroom and which include all of the relevant documents (assessment information, plans for the week etc.)			
Wilbury EYFS Interactions Protocol displayed			
In class storage is for children's use as far as possible			
Outdoors – Learning zones are clear and defined. Resources are organised, inviting and accessible			
Areas of strength			
Areas for development			

All learning environments must:

- **Contain the elements listed in the checklist**
- **Be tidy and well organised**
- **Boards should be backed neatly and work should be mounted carefully and neatly too**
- **Be calm, non distracting, interactive and designed to encourage and support the children's interest in learning**

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